

Sky Rainforest Rescue *SCHOOLS CHALLENGE* For Northern Ireland

Sky Rainforest Rescue Schools Challenge for Northern Ireland

Curriculum Links and Scheme of Work

The Sky Rainforest Rescue Schools Challenge is an online programme that educates students and teachers about how everyday actions can have an impact on the world's rainforests; it guides participants through the process of planning and taking actions to reduce these impacts. The Sky Rainforest Rescue Schools Challenge supports learning outcomes for a range of subjects but is particularly connected to Environment and Society.

Objectives:

Students and staff taking part in the Sky Rainforest Rescue Schools Challenge will:

- Understand how their daily actions can have an impact on the world's rainforests
- Educate the rest of the school about how daily actions can have an impact on the world's rainforests
- Identify actions to improve their school's overall environmental performance and reduce the negative impacts on the world's rainforests
- Develop and implement initiatives that reduce their school's impact on the rainforests, improve overall environmental performance and save money.

Content:

Participating schools can choose from one of three Challenge topics and undertake a series of activities relating to each topic. Schools can take one Challenge at a time or do all three at the same time. The Challenge topics are:

- The Stuff We Buy
- The Food We Eat
- The Energy We Use

Curriculum Links: The Stuff We Buy

<p>Curriculum Links KS1/2</p> <p>Northern Ireland Curriculum</p>	<p>The Arts: (Art and Design) Creating posters/display advertisements which encourage people to consider issues such as the amount of paper we use and other topics raised in The Stuff We Buy.</p> <p>Language and Literacy: Creating stories for pupils their own age and/or for younger pupils, which imaginatively illustrates a world which woke up to find that its supply of paper and paper-based resources had finally run out.</p> <p>The World Around Us: Exploring how school children in Northern Ireland and in regions within and around the rainforests have differing types and amounts of writing resources to use in class.</p> <p>Personal Development and Mutual Understanding: Reaching an understanding of how supporting rainforest communities can also help us progress as individuals.</p> <p>Mathematics and Numeracy: Using and applying number to identify our own use of paper individually, as a class, as a school and as a society.</p>
<p>Curriculum Links KS3</p> <p>Northern Ireland Curriculum</p>	<p>The Arts: Art and Design (Who Am I?): Create artwork in a variety of formats which dramatically projects key messages about the importance of recycling.</p> <p>Learning for Life and Work (Food Miles): Exploration of issues associated with the need to take responsibility for others including those in remote communities around the world.</p> <p>Language and Literacy (Growing Up In Northern Ireland): Creative writing, pupils write stories which illustrate the dilemmas of an endangered tribe living in a rapidly shrinking rainforest area.</p> <p>Environment and Society: Geography (Who Am I?): Pupils discover how our use of paper is directly linked to the lives of other communities.</p> <p>History/Citizenship: (Growing Up In Northern Ireland): Pupils explore the background to the ways in which we source and distribute consumables within Northern Ireland and around the world.</p> <p>Science and Technology: (Who Do I Want To Be?): Pupils explore advances in technology and how these can help us to develop more environmentally-sympathetic habits.</p> <p>Maths and Numeracy: (Who Do I Want To Be?): Pupils use Maths to calculate the number of reams of paper an average class/year/school/family uses per day and then equate this to the number of trees used.</p>
<p>Curriculum Links KS4</p> <p>Northern Ireland Curriculum</p>	<p>The Arts: (Art and Design): Create campaigning art work which communicates the key messages derived from The Stuff We Buy and implications for the rainforest. Consider different formats for different media - magazines for different audience, internet, TV advertisements, etc</p> <p>Learning for Life and Work: Exploration of the responsibility we have to ourselves and to others in terms of how we use paper and other domestic and commercial products.</p> <p>Language and Literacy: Arguing the case in written work, in individual or joint spoken presentations and within drama, for a wider awareness of the consequences for ourselves and others, of the choices we make about The Stuff We Buy.</p> <p>Environment and Society: History (Who Am I?): Pupils explore the crucial importance of the rainforest and ways in which attitudes to it have altered through history.</p> <p>Science and Technology: Exploring ways in which recent technological and scientific advances support the key themes of The Stuff We Buy.</p> <p>Mathematics and Numeracy: Using Maths to gain a better understanding of the rate at which the world's rainforests are diminishing in acreage and then calculating future rates based on present-day use of consumables.</p>

Challenge Topic: The Stuff We Buy

Challenge Stage	Outcomes	Description	Resources
<p>Introduction</p> <p>Duration: 60mins</p>	<ul style="list-style-type: none"> Understand that rainforests are being deforested for their valuable resources. Understand that consumers create more demand for products, which in turn contributes to deforestation. 	<p>An introductory lesson on how consumer choices can have an impact on the rainforest.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Resources that come from the rainforest. Resources that we use. Impacts of paper use. Recognise and understand FSC (Forestry Stewardship Council) and recycled logos. 	<ul style="list-style-type: none"> Introduction lesson plan. Impact cards. Rainforests map. FSC logo. Recycled logo. <p>(all of these resources can be found in the Teachers HQ)</p>
<p>Investigation</p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> Understand the school community's knowledge and awareness of rainforest-friendly symbols on paper products. Understand the incidence of rainforest-friendly and recycled paper products at home and school. Understand the effectiveness of the school's paper recycling system. 	<p>Students undertake survey and spot check investigations to understand awareness levels and use of rainforest-friendly paper products at home and school.</p> <p>Students upload their findings to the website to find out the results of their investigation.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Rainforest-friendly and recycled paper products at home and school. 	<ul style="list-style-type: none"> Schools investigation guide. Schools investigation sheet. Paper symbols sheet. Home investigation guide. Home investigation sheet. <p>(all of these resources can be found in the Teachers HQ)</p>
<p>Challenge</p> <p>Duration: 30mins</p>	<ul style="list-style-type: none"> Identify key actions that will help the school improve its environmental performance and reduce its negative impacts on the rainforest. Understand the best ways to educate the school community about the rainforest. 	<p>Based on the investigation results students are presented with a tailored list of actions to help them share all they've learned about the rainforests with their fellow students, friends and family.</p> <p>Example required actions include: presenting an assembly, designing posters, creating a display board, buying or making recycling bins, writing an article and appointing recycling monitors. Example optional actions include: running a class debate, getting staff involved, making your own paper and using scrap paper trays.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Practical and effective ways to educate others about rainforest-friendly paper products. 	<ul style="list-style-type: none"> Teachers' guide to the challenge stage. <p>(this resource can be found in the Teachers HQ)</p>

<p><u>Taking Action</u></p> <p>Duration: 4-6 hours depending on the actions undertaken</p>	<ul style="list-style-type: none"> • Educate the school community about rainforest-friendly paper products. • Educate the school community about how they can make decisions and take actions that help the rainforest and environment. 	<p>Students run a communication campaign and implement actions to educate fellow students, friends and family about rainforest-friendly and recycled paper products.</p> <p>Students can also implement additional actions of their own choice.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> • Educating others about rainforest-friendly products. • Educating others about the link between resource use, consumerism and deforestation. • Taking action to help the rainforest. 	<p>The required resources will vary depending on the actions taken.</p> <p>The Hints and Tips section on the Team HQ page provides guidance on how to undertake the actions.</p>
<p><u>2nd Investigation</u></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> • Understand if the school community's knowledge and awareness of rainforest-friendly symbols on paper products has improved. • Understand if the incidence of rainforest-friendly and recycled paper products at home and school has improved. • Understand if the school's paper recycling system has improved. 	<p>Students repeat a second round of survey investigations to understand if the school community's awareness and use of rainforest-friendly and recycled paper products has improved.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> • Rainforest-friendly and recycled paper products at home and school. • Measuring behaviour change. 	<ul style="list-style-type: none"> ▪ Schools investigation guide. ▪ Schools investigation sheet. ▪ Paper symbols sheet. ▪ Home investigation guide. ▪ Home investigation sheet. <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Celebrate success</u></p> <p>Duration: how ever long you like</p>		<p>You've worked hard to educate the rest of the school about rainforest-friendly and recycled paper products and how they can reduce their negative impacts on the rainforest; it's time to celebrate your success!</p>	

Curriculum Links: The Food We Eat

<p>Curriculum Links KS1/2</p> <p>Northern Ireland Curriculum</p>	<p>The Arts (Art and Design): Creating posters/display advertisements which encourage people to consider food-related issues. Drama: Creating scenarios which illustrate the key issues raised in The Food We Eat. Language and Literacy: Creative Writing: Creating stories for pupils their own age about greed versus hunger and/or fable-style stories for younger pupils on the same topic. The World Around Us: Pupils look at countries around the world and reasons for the food choices they make. Personal Development and Mutual Understanding: Learning about how our food choices affect other countries and how we can help them and ourselves through the food choices we make. Mathematics and Numeracy: Using and applying numbers to identify our own eating habits.</p>
<p>Curriculum Links KS3</p> <p>Northern Ireland Curriculum</p>	<p>The Arts: Art and Design: (Who Am I?): Create art work in various formats which illustrates the direct link between our food choices and the consequences for the other nations. Learning for Life and Work: (Food Miles): Pupils explore the implications of key messages of The Food We Eat. Language and Literacy: (Growing Up In Northern Ireland): Pupils compare the life of a teenager in Northern Ireland with that of a rainforest dweller of similar age. Environment and Society: Geography (Who Am I?): Pupils explore ways in which the food we eat influences what we are and how our food choices are directly linked to other countries. History/Citizenship: (Growing Up In Northern Ireland): Pupils explore the background to the ways in which we source and distribute food within Northern Ireland and around the world. Science: (Your Health Is Your Wealth): Pupils explore how food choices affect our own health as well as the health and prospects of others around the world. Technology and Design: (Who Do I Want To Be?): Pupils generate interest in new approaches to food use and communicate them to others. Maths and Numeracy: (Who Do I Want To Be?): Pupils use Maths to analyse ways in which our lives are shaped by available food resources e.g. how eating patterns differ between remote village and city centre communities.</p>
<p>Curriculum Links KS4</p> <p>Northern Ireland Curriculum</p>	<p>The Arts: (Art and Design): Create campaigning art work which communicates the key messages derived from The Food We Eat especially in terms of the implications for the rainforest. Consider different formats for different media e.g. magazines aimed at male/female readers, internet pop-ups, television advertisements, street posters etc. Learning for Life and Work: Our responsibilities to ourselves and to others in terms of how we use food. Language and Literacy: Arguing the case in spoken presentations, writing or drama for a wider awareness of the consequences for others of our food choices. Environment and Society: History (Who Am I?): Pupils explore why and how food patterns have evolved and how they might and should change in the future. Science and Technology: Exploring ways in which science and/or technology can assist people in their responses to The Food We Eat. Mathematics and Numeracy: Pupils calculate rates of food consumption (i) individually (ii) as a family (iii) as a school.</p>

Challenge Topic: The Food We Eat

Challenge Stage	Outcomes	Description	Resources
<p><u>Introduction</u></p> <p>Duration: 60mins</p>	<ul style="list-style-type: none"> Understand that our choices and actions can have environmental impacts (or be 'green' /environmentally-friendly) in different ways. Understand that food choices can have environmental impacts, including where in the world it has come from. Understand that some food comes from or is linked to rainforest regions, and may have environmental impacts. 	<p>An introductory lesson on how our food choices can have an impact on the environment and rainforest.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> The power of our actions. Food choices. Food and the rainforest. Fairtrade and Rainforest Alliance symbols. 	<ul style="list-style-type: none"> Introduction lesson plan. Rainforest food images. Sustainability images. Rainforest world map. <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Investigation</u></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> Understand the food consumption habits of the school community. Understand the availability and use of Fairtrade and Rainforest Alliance food products in the school. Understand the school community's awareness of environmentally-friendly food products. 	<p>Students undertake survey and spot check investigations to understand awareness levels and consumption of sustainable food products at home and school.</p> <p>Students upload their findings to the website to find out the results of their investigation.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Fairtrade and Rainforest Alliance food products at home and school 	<ul style="list-style-type: none"> Schools investigation guide. Schools investigation sheet. Food symbols sheet. Home investigation guide. Home investigation sheet. <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Challenge</u></p> <p>Duration: 30mins</p>	<ul style="list-style-type: none"> Identify key actions that will help the school improve its environmental performance and reduce its negative impacts on the rainforest. Understand the best ways to educate fellow students, friends and family about the rainforest. 	<p>Based on the investigation results students are presented with a tailored list of actions to help them share all they've learned about the rainforests with their fellow students, friends and family.</p> <p>Example required actions include: presenting an assembly, designing posters and creating a display board. Example optional actions include: running a promotional stall and holding a Fairtrade coffee morning.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Practical and effective ways to educate others about the rainforest. 	<ul style="list-style-type: none"> Teachers' Guide to the Challenge Stage. <p>(this resource can be found in the Teachers HQ)</p>

<p><u>Taking Action</u></p> <p>Duration: 4-6 hours depending on the actions undertaken</p>	<ul style="list-style-type: none"> Educate the school community about the rainforest and how they can reduce their negative impact on the world's rainforests. 	<p>Students implement actions to educate the school community about the rainforest.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Educating others about the link between the food we eat and rainforest. Taking action to help the rainforest. 	<p>The required resources will vary depending on the actions taken.</p> <p>The Hints and Tips section on the Team HQ page provides guidance on how to undertake the actions.</p>
<p><u>2nd Investigation</u></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> Understand how the food consumption habits of the school community may have changed. Understand if the availability and use of Fairtrade and Rainforest Alliance food products in the school has changed. Understand if the school community's awareness of environmentally-friendly food products has changed. 	<p>Students conduct the surveys and spot check investigations for a second time to understand if the school community's awareness and consumption of sustainable food products has improved as a result of the actions taken in the previous stage.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Fairtrade and Rainforest Alliance food products at home and school. Measuring behaviour change. 	<ul style="list-style-type: none"> Schools investigation guide. Schools investigation sheet. Food symbols sheet. Home investigation guide. Home investigation sheet. <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Celebrate success</u></p> <p>Duration: how ever long you like!</p>		<p>You've worked hard to educate the rest of the school about the rainforest and how they can reduce their negative impacts on the rainforest; it's time to celebrate your success!</p>	

Curriculum Links: The Energy We Use

<p>Curriculum Links KS1/2</p> <p>Northern Ireland Curriculum</p>	<p>The Arts: (Art and Design): Creating posters/display advertisements which encourage the public to consider how they use energy at home, for transport and at school.</p> <p>Drama: Creating scenarios which illustrate issues raised in The Energy We Use.</p> <p>Language and Literacy: Creating stories for pupils their own age and/or for younger pupils, which imaginatively illustrate the need for using energy wisely.</p> <p>The World Around Us: Exploring the issue of energy use and the implications for us as individuals and for Northern Ireland.</p> <p>Personal Development and Mutual Understanding: Reaching an understanding of how we can benefit as a community and personally from modifying the ways in which we use energy.</p> <p>Mathematics and Numeracy: Using and applying numbers to identify the differences we can make to our own energy use levels.</p>
<p>Curriculum Links KS3</p> <p>Northern Ireland Curriculum</p>	<p>The Arts: Art and Design: (Who Am I?) Create art work in various forms which advocates various forms of energy saving.</p> <p>Learning for Life and Work (Dodging Doomsday: Sustainable Development): Pupils explore what the implications of the issues raised in The Energy We Use, are for themselves and the wider community.</p> <p>Language and Literacy: Creative writing, pupils imagine life in the future, in Northern Ireland if the key messages of The Energy We Use are ignored.</p> <p>Environment and Society: Geography (Dodging Doomsday: Sustainable Development): Pupils explore what the implications are of the issues raised in The Energy We Use for (i) pupils your own age (ii) younger pupils (iii) senior citizens.</p> <p>History/Citizenship: (Growing Up In Northern Ireland): Pupils explore the background to the ways in which energy is sourced, distributed and used within the province.</p> <p>Science and Technology: (Living In A Material World): Pupils explore the ways in which our personal and national energy use already has implications for other people and, in the longer term, how it could impact upon our own future lifestyles.</p> <p>Mathematics and Numeracy: Who do I Want to Be?: Pupils calculate ways in which whole communities could benefit from domestic and wider-ranging energy saving initiatives.</p>
<p>Curriculum Links KS4</p> <p>Northern Ireland Curriculum</p>	<p>The Arts: (Art and Design): Create campaigning art work which communicates the key messages derived from The Energy We Use especially in terms of the implications for the rainforest. Consider different formats for different media e.g. magazines aimed at male/female readers, internet pop-ups, television advertisements, street posters etc.</p> <p>Learning for Life and Work: Consideration of our responsibilities to ourselves and to others in terms of how we consume energy.</p> <p>Language and Literacy: Arguing the case in written work, spoken presentations, or within a drama production for a wider awareness of the mid and longer-term consequences for ourselves and for others, of our energy consumption patterns.</p> <p>Environment and Society: Geography and History (Who Am I?): Pupils explore why and how present-day energy use patterns have evolved and how they might and should change in the future.</p> <p>Science and Technology: Pupils explore ways in which science and/or technology can be used to assist people in their responses to The Energy We Use.</p> <p>Mathematics and Numeracy: Pupils use Maths to calculate the potential for weekly, monthly and annual domestic energy-saving budgets</p>

Challenge Topic: The Energy We Use

Challenge Stage	Outcomes	Description	Resources
<p><u>Introduction</u></p> <p>Duration: 60mins</p>	<ul style="list-style-type: none"> Understand that rainforests are valuable, unique and fragile ecosystems. Understand that rainforests are being deforested for their valuable resources. Understand that consumers create more demand for products, which in turn contributes to deforestation. 	<p>An introductory lesson on how energy consumption and climate change are impacting the world's rainforests.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Why the rainforests are important. Threats to the rainforest (deforestation). The rainforest and climate change. 	<ul style="list-style-type: none"> Introduction lesson plan. Rainforests map. Climate change PowerPoint presentation. <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Investigation</u></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> Understand the school community's knowledge and awareness of the impacts of climate change on the rainforests. Understand the school's energy usage. Identify if and how energy is being wasted in the school. 	<p>Students and teachers undertake survey investigations and meter readings to understand:</p> <ul style="list-style-type: none"> school energy usage. awareness of climate change and its impact on the rainforests. <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Student, friends and family awareness of man-made climate change and its impacts on the rainforest. Energy usage/wastage at school. 	<ul style="list-style-type: none"> Schools investigation guide. Schools Investigation sheet. Home investigation guide. Home Investigation sheet. <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Challenge</u></p> <p>Duration: 30mins</p>	<ul style="list-style-type: none"> Identify key actions that will help the school improve its environmental performance and reduce its negative impacts on the rainforest. Understand the best ways to educate the school community about the rainforest. 	<p>Based on the investigation results students are presented with a tailored list of actions to help them share all they've learned about the rainforests with their fellow students, friends and family.</p> <p>Example required actions include: present an assembly, designing posters, create a display board, make "switch off" labels for lights and gadgets, write "turn off" checklists for classrooms, appoint energy monitors and write energy saving top tips. Example optional actions include: run a promotional stall, get staff involved, hold a low energy day and reward classes for turning things off.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Educating others about saving energy, reducing the impacts of climate change and helping the rainforest. 	<ul style="list-style-type: none"> Teachers' Guide to the Challenge Stage. <p>(this resource can be found in the Teachers HQ)</p>
<p><u>Taking Action</u></p>	<ul style="list-style-type: none"> Educate the school community about the links between energy 	<p>Students run a communication campaign and implement actions to educate the school community about saving</p>	<p>The required resources will vary depending on the actions taken.</p>

<p>Duration: 4-6 hours depending on the actions undertaken</p>	<p>consumption, climate change and the rainforest.</p> <ul style="list-style-type: none"> Educate the school community about how they can make decisions and take actions that help the rainforest and the environment. 	<p>energy, reducing the impacts of climate change and helping the rainforest.</p> <p>Students implement additional actions of their choice to educate fellow students, staff and family members about the links between energy conservation, climate change and the rainforest.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Educating others about energy use, climate change and the rainforest. Taking action to help the rainforest. 	<p>The Hints and Tips section on the Team HQ page provides guidance on how to undertake the actions.</p>
<p><u>2nd Investigation</u></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> Understand if the school community's knowledge and awareness of climate change and its impacts on the rainforest has increased. Understand if the school has reduced its energy usage. Understand if the school is now using energy more efficiently. 	<p>Students repeat a second round of survey investigations to understand if:</p> <ul style="list-style-type: none"> the school has reduced its energy consumption. if fellow students, friends and family member awareness of climate change and its impacts on the rainforest has increased. <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Student, staff and family member awareness of man-made climate change and its effect on the rainforest. Energy usage/wastage at school. 	<ul style="list-style-type: none"> Schools investigation guide. Schools investigation sheet. Schools investigation sheet for teachers. Home investigation guide. Home investigation sheet. <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Celebrate success</u></p> <p>Duration: how ever long you like</p>		<p>You've worked hard to educate the rest of the school about the links between energy usage, climate change and the rainforest; it's time to celebrate your success!</p>	